

Victoria Management School

TOUR 403 CONSUMER PERSPECTIVES IN TOURISM

Trimester One 2009

COURSE OUTLINE

COURSE COORDINATORS

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ADMINISTRATOR

Helen Jiang

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Trimester Dates: Monday, March 2nd to Wednesday, July 1st 2009.

Class Times and Room Numbers

Thursday from 8:30am to 11:20am in RWW 315 (Railway Station)

Withdrawal dates: Information available via

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Introduction and Course Content

This course examines the consumption of tourism. Research that conceptualizes tourism as a consumable commodity (and tourists as consumers) has become more prevalent in recent years. The ideas and theories addressed in this course represent the state-of-the-art in the field. They also reflect different approaches to the study of tourists and tourism.

The first half of the course explores concepts that are commonly addressed by researchers who examine consumer behaviour in tourism. These concepts include postmodernism, identity formation, and responsible tourism. In the second half of the course, tourist consumption themes such as self-development, pilgrimage, and the lure of sites of suffering will be examined. With the exploration of the various concepts and themes addressed in this course, students will have the opportunity to examine tourist behaviour from both theoretical and practical perspectives.

Programme and Course-Related Learning Objectives

Learning Goal #1: Our graduates will possess and apply an advanced understanding of tourism management, be able to undertake and use research, and have a range of transferable skills.

Learning Objectives

Graduates will be able to:

- (a) demonstrate a critical understanding of theoretical and applied aspects of tourism management;
- (b) display an advanced appreciation for concepts and methods that inform the management of tourism organizations, businesses, and resources;
- (c) design and conduct independent research;
- (d) develop skills and knowledge that provide a solid platform for further postgraduate study.

Learning Goal #2: Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical tourism management problems.

Learning Objectives

Graduates will be able to:

- (a) think conceptually and analytically about tourism and its management;
- (b) synthesize and evaluate a range of tourism management issues;
- (c) access, evaluate and apply a range of information and data sources;
- (d) use innovative thinking and creative skills in the context of the tourism business environment and tourism research.

Learning Goal #3: Our graduates will be effective and confident communicators.

Learning Objective

Graduates will be able to communicate ideas and research findings articulately and effectively in a range of written and oral formats.

Learning Goal #4: By meeting the above learning goals, our graduates will display leadership and be able to assume positions of responsibility in the tourism industry and related sectors.

Learning Objectives

Graduates will be able to:

- (a) engage in effective decision making through their analytical, creative and communications skills and experience;
- (b) demonstrate a mastery of a wide range of tourism management concepts and techniques.

Overall Course Objectives

The course objectives for TOUR 403 map onto the graduate attributes for VUW:

| Course Objective | Graduate Attributes |
|--|---|
| <ul style="list-style-type: none"> To understand a number of different theoretical approaches to the study of consumer behaviour in tourism | <p><i>Critical Thinking:</i></p> <ul style="list-style-type: none"> Achieve a critical appreciation for research that explores the consumption of tourism |
| <ul style="list-style-type: none"> To be able to discuss and critique research in this field | <p><i>Critical Thinking:</i></p> <ul style="list-style-type: none"> Develop their own perspectives with respect to the study of consumer behaviour in tourism Consider avenues for future research and enquiry |
| <ul style="list-style-type: none"> To understand relationships between the concepts addressed in class and 'real world' issues | <p><i>Critical Thinking:</i></p> <ul style="list-style-type: none"> Make connections between theoretical work that deals with consumer behaviour in tourism and policy/marketing practice <p><i>Leadership:</i></p> <ul style="list-style-type: none"> Leadership through mastery of a body of knowledge and social awareness |
| <ul style="list-style-type: none"> To be able to convey ideas clearly in discussion, written work, and oral presentations | <p><i>Communication:</i></p> <ul style="list-style-type: none"> Communicate clearly and effectively in a professional and polished manner Participate in and lead classroom discussions Deliver a formal presentation to an audience <p><i>Creative Thinking:</i></p> <ul style="list-style-type: none"> Display information in a visual and creative manner by means of a poster (an option available to students) |

Course-Related Student Learning Objectives and Skills

On successful completion of the course, students will be able to:

- understand and appraise the breadth and scope of research that examines the consumption of tourism-related experiences
- develop and assess their own point of view with respect to the study of consumer behaviour in tourism through a careful reading of exemplary works
- evaluate theories and concepts and construct effective arguments in discussion and debate
- undertake research so that they will be better prepared for the demands of work and/or graduate-level study
- make worthwhile connections between theory and policy/marketing practice
- communicate with their peers in a professional and polished manner
- manage deadlines and their own independent projects

Expected Workload

According to the university's assessment handbook, students are expected to devote 10 hours per week to this course. Students taking this course are expected to meet certain requirements. Students are expected to attend all classes. Because the course will be run as a seminar, students are expected to contribute to class discussions each week. Important announcements regarding the course will be made during class. All required tasks, such as assigned reading, are to be completed **prior to class** so that relevant issues and concepts can be discussed. Each week, the instructor will provide questions in order to guide class discussions.

Group Work

While the course has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments. You will be expected and encouraged to work in groups on in-class tasks; however, essays must be individual submissions.

TEXT AND READINGS

There is no set text for this course. Book chapters, articles, and other relevant material will be made available to students over the course of the trimester.

SEMINAR SCHEDULE

Week #1 – Introduction: Expectations, Evaluation, and Preliminary Discussion

Week #2 – Tourism as Consumption, Tourists as Consumers

Sharpley, R. (2002) 'The Consumption of Tourism.' In *Tourism and Development: Concepts and Issues*, edited by R. Sharpley & D. Telfer. Clevedon: Channel View Publications, pp. 300-318.

Wang, N. (2002) 'The Tourist as Peak Consumer.' In *The Tourist as a Metaphor of the Social World*, edited by G. Dann. New York: CABI Publishing, pp. 281-295.

Williams, A. (2006) 'Tourism and Hospitality Marketing: Fantasy, Feeling and Fun.' *International Journal of Contemporary Hospitality Management* 18(6): 482-495.

Week #3 – Postmodern Tourism and Tourists

Kernan, J. & T. Domzal (1999) 'Getting a Life: Homo Ludens as Postmodern Identity.' *Journal of Travel and Tourism Marketing* 8(4): 79-84.

Sharpley, R. (1996) 'Tourism and Consumer Culture in Postmodern Society.' In *Tourism and Cultural Change*, edited by M. Robinson, N. Evans & P. Callaghan. Sunderland: Business Education Publishers, pp. 203-215.

Uriely, N. (2005) 'The Tourist Experience: Conceptual Developments.' *Annals of Tourism Research* 32(1): 199-216.

Week #4 – Travel, Identity, and the Collection of Experiences

Desforges, L. (2000) 'Travelling the World: Identity and Travel Biography.' *Annals of Tourism Research* 27(4): 926-945.

O'Reilly, C. (2005) 'Tourist or Traveller? Narrating Backpacker Identity.' In *Discourse, Communication and Tourism*, edited by A. Jaworski & A. Pritchard. Clevedon: Channel View Publications, pp. 150-169.

Tucker, H. (2005) 'Narratives of Place and Self: Differing Experiences of Package Coach Tours in New Zealand.' *Tourist Studies* 5(3): 267-282.

*I will distribute some short articles in class (week #3) about the Interactive Traveller.

Week #5 – Responsible Tourism and Consumption

- Butcher, J. (2003) *The Moralization of Tourism: Sun, Sand...and Saving the World?* London: Routledge (read chapter 1 – ‘Mass Tourism and the New Moral Tourist’).
- Goodwin, H. & J. Francis (2003) ‘Ethical and Responsible Tourism: Consumer Trends in the UK.’ *Journal of Vacation Marketing* 9(3): 271-284.
- Weedon, C. (2005) ‘Ethical Tourism: Is its Future in Niche Tourism?’ In *Niche Tourism: Contemporary Issues, Trends and Cases*, edited by M. Novelli. Amsterdam: Elsevier, pp. 233-245.

Week #6 – The Consumption of Tourism: Product Development and Culture

- McIntosh, A. (2004) ‘Tourists’ Appreciation of Maori Culture in New Zealand.’ *Tourism Management* 25(1): 1-15.
- Richards, G. & Wilson, J. (2006) ‘Developing Creativity in Tourist Experiences: A Solution to the Serial Reproduction of Culture?’ *Tourism Management* 27(6): 1209-1223.

MID-TRIMESTER BREAK

The following themes will be covered during the second half of the course. All the topics that we will discuss are related and linked by a few themes that are central to most forms of tourist consumption. These themes will be explored during the duration of the course.

Week #7 – *Mindless Recreation or Search for the Profound?* Tourism and (Sacred) Pilgrimage

Week #8 – *Dangers and Thrills on Holiday: Avoid or Embrace?* Tourism and the Construct of Risk

Week #9 – *Tourism, Coco de Mer and the Pink Pound* Gender ‘Issues’ in Tourism

Week #10 – *Voyageur or voyeur?* Thanatourism and the Dark Side of Tourism Consumption

Week #11 – *Demographics or Psychographics?* Segmentation of Tourism Consumers

Week #12 – TOUR403 Symposium 2009: ‘*Tourists as Consumers – Theory and Practice*’
Poster and Essay Presentations

Details about the second half, including more information about the second assignment, will be discussed in the first seminar after the mid-trimester break. Readings will be distributed one week prior to the relevant seminar session.

ASSESSMENT

In TOUR 403, students are assessed in ways that reinforce the development of the graduate attributes for the BTM (Hons) and MTM (see pp. 2 to 3). Assignments require students to assess and critique research – and to address its applications – at an advanced level. Students will be rewarded for preparing assignments that communicate ideas succinctly and clearly, evaluate the merits of different theories and/or concepts, and integrate ideas in an original way. Students will also have the opportunity to conduct qualitative research and design a ‘poster’ which offers students the opportunity to share their work using a creative medium. Seminar participation is an important component of TOUR 403 and will be assessed as a significant proportion of the course will be devoted to classroom discussion. The classroom will be a place where students can develop ideas and lead discussion.

Assessment Requirements

| Assessment | Title | Weight | Date |
|--------------|--|-------------|--|
| 1 | Essay | 40% | Thursday, April 16 th |
| 2 | Seminar Participation | 10% | March 5 th to April 9 th |
| 3 | Essay or Poster (35%) + Oral Presentation (5%) | 40% | Thursday, June 4 th |
| 4 | Seminar Participation | 10% | April 30 th to June 4 th |
| TOTAL | | 100% | |

Assessment #1

For **assessment #1**, please write an essay that addresses one of these three questions. You will find that our weekly class readings will assist you in answering the essay questions. Your essay should be between **3,000** and **4,000** words in length

1. What contributions does the concept of postmodernism make to the study of tourism-oriented consumption? Can ideas that are associated with postmodernism be useful to tourism marketers and managers? Do not hesitate to be skeptical or critical of postmodernism in your essay.

Other Recommended Sources:

Elliott-White, M. & M. Finn (1998) 'Growing in Sophistication: The Application of Geographical Information Systems in Post-Modern Tourism Marketing.' *Journal of Travel and Tourism Marketing* 7(1): 65-84.

Sherlock, K. (2001) 'Revisiting the Concept of Hosts and Guests.' *Tourist Studies* 1(3): 271-295.

Urry, J. (2002) *The Tourist Gaze*. 2nd edition. London: Sage (read chapter 5 – 'Cultural Changes and the Restructuring of Tourism').

2. How do tourists use travel to shape their own identities? Is it important that tourism researchers, marketers, and managers understand the way in which travel shapes identity? Why?

Other Recommended Sources:

Desforges, L. (1998) "'Checking Out the Planet": Global Representations/Local Identities and Youth Travel.' In *Cool Places: Geographies of Youth Culture*, edited by T. Skelton & G. Valentine. New York: Routledge, pp. 175-192.

Elsrud, T. (2001) 'Risk Creation in Traveling: Backpacker Adventure Narration.' *Annals of Tourism Research* 28(3): 597-617.

Meethan, K., A. Anderson, and S. Miles, eds. (2006) *Tourism, Consumption & Representation: Narratives of Place and Self*. Wallingford: CAB International.

Noy, C. (2004) 'This Trip Really Changed Me: Backpackers' Narratives of Self-Change.' *Annals of Tourism Research* 31(1): 78-102.

Palmer, C. (2005) 'An Ethnography of Englishness: Experiencing Identity Through Tourism.' *Annals of Tourism Research* 32(1): 7-27.

White, N. & P. White (2004) 'Travel as Transition: Identity and Place.' *Annals of Tourism Research* 31(1): 200-218.

Wilson, E. & C. Harris (2006) 'Meaningful Travel: Women, Independent Travel and the Search for Self and Meaning.' *Tourism* 54(2): 161-172.

3. What is responsible or ethical tourism? What efforts can be made by service providers, policy makers, and consumers to promote the development of responsible or ethical tourism?

Other Recommended Sources:

Cleverdon, R. & A. Kalisch (2000) 'Fair Trade in Tourism.' *International Journal of Tourism Research* 2(3): 171-187.

- D'Sa, E. (1999) 'Wanted: Tourists with a Social Conscience.' *International Journal of Contemporary Hospitality Management* 11(2/3): 64-68.
- Pennington-Gray, L., Y. Reisinger, J. Eun Kim & B. Thapa (2005) 'Do US Tour Operators' Brochures Educate the Tourist on Culturally Responsible Behaviours? A Case Study of Kenya.' *Journal of Vacation Marketing* 11(3): 265-284.
- Weedon, C. (2002) 'Ethical Tourism: An Opportunity for Competitive Advantage?' *Journal of Vacation Marketing* 8(2): 141-153.

Assessment #2 is seminar participation between March 5th and April 9th.

Assessment #3

Detailed information about **assessment #3**, and poster presentations in general, will be provided in the first seminar session after the mid-trimester break (week 7). The general format of the two formal assignment options is as follows:

1. The **poster** assessment will challenge you to think and present your work in a less conventional and more creative way. Your poster will be based on any of the concepts discussed in weeks 7 to 10 and relate your chosen concept (tourism theory) to qualitative research findings that you will produce (tourism practice). To foster your communication skills you are also required to provide a 5 minute oral presentation of your poster in the form of a well-rounded introduction.
2. The **essay** is the more conventional of the two assessment options. Your essay will deal with any of the concepts discussed during weeks 7 to 10 and present a critical, well researched and developed piece of written work between **3,000** and **3,500** words in length. For this assignment you are also required to deliver an oral presentation; this presentation should last 10 minutes, include effective visual aids and provide a comprehensive overview of the essay content.

To allow you to follow your personal academic interests you will develop the topic yourself by adopting a particular perspective on the concepts discussed during weeks 7 to 10. Once formulated, your topic needs to be refined in consultation with Christian; this refinement needs to be completed by **week 11 (at the latest)** as the due date for the poster (and oral presentation) as well as for the essay (and oral presentation) is the last seminar on Thursday, June 4th (TOUR403 Symposium 2009).

Assessment #4 is seminar participation between April 30th and June 4th.

Handing in Assignments

Students must prepare two copies of each assignment and keep the second copy for their own reference. **Posters are an exception to this rule.** Students should keep an electronic copy of their work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray. Please submit your assignments for the first part of course to Helen Jiang (RH 927) by the specified due date, and bring posters and essays for the second part of the course to the Symposium on June 4th.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Attend all classes, and
- b. Submit all assignments within the allowable timeframe (see the 'Penalties' section below)

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade. Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, regardless of whether the mandatory course requirements have been satisfied or not.

Penalties - for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. The Tourism Management Group has implemented a standardized late penalty for all tourism courses. Students who submit late assignments will be penalized at a rate of 5% per day (including weekends). **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.

Extensions will only be granted under special circumstances. Students who wish to apply for an extension must contact the course coordinator before the due date. Students who apply for an extension due to illness must obtain a medical certificate. Medical certificates must specify that the student is 'unfit to study' or 'unfit to sit an examination.' Medical certificates must also indicate the duration of the illness. Please take note: workload pressures and computer problems are not a case for extension. Please submit late assignments to one of the course coordinators (Adam Weaver or Christian Schott).

- (ii) Course Outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to a course coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with one of the course coordinators as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **The penalty will be 10% of the grade for an assignment which is 10% over the word limit.**

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

| | |
|-------|---|
| A+ | excellent performance in all respects at this level |
| A | excellent performance in almost all respects at this level |
| A- | excellent performance in many respects at this level |
| B+ | very good, some aspects excellent |
| B, B- | good but not excellent performance at this level |
| C+, C | work satisfactory overall but inadequate in some respects |
| D | poor performance overall, some aspects adequate |
| E | well below the required standard |
| K | failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade. |

Policy on Remarking

Students may ask for their written work to be remarked. Course instructors in tourism management put tremendous effort into the grading of student assignments. Students are encouraged to speak with the course coordinator if they believe that their mark is not an accurate reflection of the quality of their work.

Application for remarks must be made within 5 days after the marks are available.

Allow up to 5 days for remarks to be completed.

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>).

Communication

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Email Contact

Students wishing to contact staff by email should adhere to the following instructions:

Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, eg

MGMT300_Smith_Pauline_3000223344_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building on the ground floor (EA005). This counter is the first point of contact for:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to www.victoria.ac.nz/home/about/policy/students.aspx

For information on the following topics, go to the Faculty's website www.victoria.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.